

SOCIAL STUDIES GRADES 4-6

PROGRAM OF STUDIES

This program of studies for social studies, Grades 4-6 has been approved for use during the 1989-90 school year. Provincial implementation is scheduled for September 1990.

CURRICULUM

LB
1564
C2
A34
1982
gr.1-6
add.soc.
pt.1
1988

ALTA
373.19
1982
gr.1-6
add.soc.
pt.2
1989

URRICULUM

CURRGDHT

CURR

Alberta
EDUCATION

SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate their information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of the learners as receivers of information should be replaced with a view of the learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (values analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES – To be a responsible citizen, one needs to be informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives should take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a general rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES – Skills are taught best in the context of use rather than in isolation. While the skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

Process Skills – skills that help one acquire, evaluate and use information and ideas.

Communication Skills – skills that help one express and present information and ideas.

Participation Skills – skills that help one interact with others.

Specific skills have been identified for each topic for organizational purposes. However skills can be developed using any of the topics in a grade as a vehicle. Because not all of the skills are specific to social studies, many may be introduced, developed, used and/or reinforced in other subject areas. Teachers need to monitor student needs to introduce the skill at the appropriate level.

Inquiry – Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different inquiry strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A MODEL FOR PROBLEM SOLVING

- Understand the Question/Problem
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Develop a Conclusion/Solution

A MODEL FOR DECISION MAKING

- Understand the Issue
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Think of Alternatives
- Make a Choice
- Take Action (if feasible and desirable)

ATTITUDE OBJECTIVES - The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance, and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. CONTENT

Topics of Study

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen that complement other subject areas and avoid unnecessary repetition of material from previous social studies grades.

The elementary curriculum focusses on the child and his or her family, school and community and then goes beyond self to an exploration of other families and communities. Case studies and examples selected to develop the topic objectives should be meaningful and of interest to the particular students and their immediate community. Within each topic, the geographic setting is to be used to develop and maintain geographic skills.

The study of current affairs adds considerably to the relevance, interest and immediacy of the Social Studies Program. Current affairs will be handled as inclusions in and extensions of curricular objectives, not as separate topics isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach that encourages the goals of responsible citizenship is employed, and the prescribed objectives of the course are met.

The objectives identified for each topic are mandatory. In addition to the identified topics, teachers are encouraged to spend time on topics of interest to students which meet the goals of the program. These topics and issues can be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students and upon the current concerns at local, provincial, national and international levels. All activities should further the citizenship intent of the entire curriculum.

FOCUS: ALBERTA

TOPIC A**ALBERTA: ITS GEOGRAPHY AND PEOPLE**

This unit focuses on the geography of Alberta; the regions and natural resources. Throughout the unit, emphasis is placed on the interrelationships between people and their environment as well as the impact people have on their environment. How natural resources are used and the resulting impact on Albertans and the environment are examined. Choose two natural resources (e.g., oil, water, forests, coal, land); one renewable and one non-renewable resource, for an in-depth study. The intent of the unit is to develop an increased sensitivity to the importance of using natural resources wisely.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

- How do Albertans make use of their natural resources?
- What is the effect of technology on the location, development and use of natural resources?
- Do the natural resources in Alberta supply all our needs?
- How does our way of using natural resources affect/influence our environment?
- Are we conserving our resources for future generations?

Issues:

- Should people make major changes in their physical environment to meet their needs?
- Should resource development be allowed regardless of location or previous designation of land use (e.g., provincial park, agricultural land, reserve, archaeological reserve, historical site, wildlife sanctuary)?
- How should we use natural resources in ways that best benefit Albertans and others?
- Should we use our natural resources without limitations?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The availability and use of natural resources affects people and their environment.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The environment can affect the way people live.	environment	<ul style="list-style-type: none"> • geographic regions of Alberta (mountains, foothills, plains, lowlands and rivers/lakes) with emphasis on the natural resources specific to each region • the ways in which the environment (climate, landforms) affects people and the way they live (for example, because Southern Alberta is dry and flat, sheep and cattle ranching predominate)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Our way of life and our environment are affected by the presence and use of natural resources.	natural resources renewable resources non-renewable resources	<ul style="list-style-type: none"> the natural and man-made components of the environment (e.g., natural: rivers, forests, water; man-made: dams, buildings, roads) natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals) difference between a renewable and a non-renewable resource people modify and change the environment according to their needs (e.g., the construction of roads) ways in which natural resources affect people and the way they live (e.g., oil industry in Fort McMurray provides jobs, so people move there) changes in technology can affect our use of natural resources (e.g., pipelines can transport oil and gas to markets much quicker than other means)
Conservation is important to Alberta's future.	conservation	<ul style="list-style-type: none"> reasons for conservation ways to conserve our natural resources and protect our environment, such as: <ul style="list-style-type: none"> walk to the store instead of using the car turn off the lights when leaving a room use appropriate receptacles for garbage

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources of information (print, non-print, interviews, survey, etc.)
- locate information, using library skills to choose appropriate resources for research
 - find different categories of books according to the Dewey Decimal System
 - use a card catalogue to find call numbers
 - use call numbers to find resources
 - use the card catalogue to learn that a book is listed three ways – by subject, by author and by title
 - use files to obtain pamphlets, pictures, clippings, etc.
 - use table of contents, index, glossary
- select pertinent information from newspapers, magazines and pamphlets
- acquire information by reading to find the main idea and supporting details
- acquire information and draw inferences from pictorial resources (pictures, graphs, charts)
- gather information by conducting a survey of opinions on conservation of Alberta's resources

- organize information through the use of pictures, charts, graphs and reports accompanied by a title
- interpret the relationships and draw inferences from graphs, tables, charts
- use computer programs to assist in the study of specific content areas (where appropriate software and hardware are available)

Geography/Mapping

- use and interpret aerial photographs and maps of Alberta
- describe the location, using cardinal and intercardinal directions
- locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains
- use maps of different scales and themes (e.g., natural resources) in an atlas
- make an outline map of Alberta accompanied by developed symbols and legend showing major cities, mountains and main rivers
- orient desk outline, textbook and atlas maps correctly to the north
- compare distances in kilometres to places under study
- use colour contour and visual relief maps to visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- analyze how changes in technology can affect our use of natural resources
- analyze how the use of a natural resource can affect the rest of the environment
- predict the consequences of misusing natural resources
- compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used
- draw conclusions about the use of renewable and non-renewable resources

COMMUNICATION SKILLS

- use simple illustrations, charts and graphs to support written work (two to four sentence paragraphs)
- use an illustration (e.g., cartoon, poster) to show how natural resources are used, or the importance of conservation
- organize information on a topic using a simple outline, webbing, retrieval chart, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- cooperate and compromise to solve group problems
- plan, carry out and evaluate an action aimed to demonstrate conservation

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation of the impact that people can make on the environment
- concern for the needs of future Albertans
- appreciation of and pride in the beauty of the natural environment
- cooperation in efforts to conserve
- respect for someone's opinion, viewpoint and property

FOCUS: ALBERTA**TOPIC B:****ALBERTA: ITS PEOPLE IN HISTORY**

This unit focuses on the people who have contributed to Alberta's history and development, beginning with the original inhabitants, and tracing the people in Alberta's history. It focuses on the lives of Albertans through the following case studies:

A Native community, a fur trading settlement, and one or more of the following:

- a homestead settlement (1890 - 1939)
- immigration of a specific group, or immigration into a specific area (1880-1930)
- the Great Depression (1929 - 1939)
- W.W. II (1939-1945)
- boom years (1947 -)

The intent of this study is to show students that a changing world often results in a changing lifestyle.

The approach of selecting specific people and/or events for an in-depth historical study is intended to develop an interest in and an appreciation of people and events in history. It is not a chronological political history.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

How have changes and challenges caused Albertans to adjust their lifestyle?

How have Albertans adjusted their lifestyles to meet changes and challenges?

What was the Native people's way of life before the coming of the Europeans?

How did the Europeans influence the Native people's way of life (livelihood, family life and political structure)? How did the Natives influence the European's way of life?

*How did the waves of immigration influence Albertans?

*What implication did the depression have for the people of Alberta?

*How did the war years affect family life, employment, leisure, education and supply of goods?

*What impact did the influx of homesteaders have on Alberta? (e.g., Why did they come?

What did they bring? How did they influence the lifestyle of Albertans? What was their contribution to the province?)

*How did the boom years affect Albertans?

(*As applicable to topics chosen for an in-depth study.)

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –People and events in the history of Alberta have affected each other, and development and settlement.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The contact between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.	lifestyle history	<ul style="list-style-type: none"> ● the Native lifestyles before European influence ● how the fur traders and settlers brought about change to the Native people's lifestyle (e.g., by introducing Christianity, technology and law enforcement, by killing buffalo, by building fences, immigration, by the introduction of alcohol and by the signing of treaties)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Albertans have been affected and challenged by historical events.	<ul style="list-style-type: none"> *immigration *depression *settlement <p>(* As applicable to topics chosen for an in-depth study.)</p>	<ul style="list-style-type: none"> • how the Natives affected the lifestyle of the traders and settlers (e.g., food, hunting practices, transportation) • the lifestyle of the Albertans of the period studied and the agents that affected their lifestyle (e.g., agriculture, church, depression, wars, industry) • the changes effected by settlement and immigration (e.g., cultural groups settling in one area, building of new towns, railroad expansion, learning a new language, cultivating the land, rural to urban, expansion of a market and the availability of goods, cooperation with other cultural groups) • what the Great Depression was and its effect on the lives of the people of Alberta, in urban and rural centres • what World War II was and how it affected the lives of Albertans • what the boom years were and how the boom years affected the lifestyle of Albertans • what changes Albertans had to make to their lifestyle in order to cope with conditions during the war, depression, settlements, boom years <p>(* As applicable to topics chosen for an in-depth study.)</p>
Albertans throughout the history of Alberta have contributed to its development.	contribution	<ul style="list-style-type: none"> • how people and groups of people contributed to the development of Alberta, such as: <ul style="list-style-type: none"> – different groups of people worked together in a team effort – shared knowledge with others; e.g., about medicine, food, transportation, hunting – cleared land and established farmsteads – built railways, towns – defended our country – contributions of individuals

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, viewing and listening to identify the main idea and supporting details

- gather information by:
 - identifying the sequence of ideas or events
 - identifying time and place relationships (setting)
 - identifying cause-effect relationships
 - using definite time concepts such as decade and century
 - calculating the length of time between two given dates
- acquire information by conducting an interview and/or field study to make use of community resources (e.g., museum, senior citizens' home)
 - use planned procedures
 - record and summarize information from the interview/field study
 - assess the success of the planning and enactment of the field study and/or interview
- organize information by classifying pictures, facts and events under main headings/ categories
- organize information by arranging events in chronological order (e.g., time line in order to establish a framework)

Geography/Mapping

- use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study
- give possible reasons for the location of the major fur trading posts, fur trade routes, railroads, settlements (towns, cities)

Analyzing/Synthesizing/Evaluating

- compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years
- identify how events in Alberta's history affected the lifestyle of Albertans

COMMUNICATION SKILLS

- orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the given audience, use of social studies terms, content and organization
- express ideas in sentence and/or paragraph form on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail
- role play a historical event or show Albertans' adjustment to a changing lifestyle
- write a page of a diary or journal entry, or present information on an audio tape recording

PARTICIPATION SKILLS

- participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate the group's performance
- accept the roles of leader and/or follower, as the situation requires
- plan and carry out an action that shows appreciation for a person/group of people in Alberta's history

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation of the contributions made by the many people/groups in Alberta's history
- appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances

FOCUS: ALBERTA**TOPIC C****ALBERTA: A COMPARATIVE STUDY WITH QUEBEC**

This unit focuses on the similarities between Alberta and Quebec. Geography, resources, occupations, leisure activities, language and customs will be compared in the study, but the main emphasis is on people. The links that exist between the provinces as well as the contributions of Albertans and Quebecois to the Canadian way of life are examined. Quebec was chosen to provide a comparative study of an area where there are some aspects of culture and language that are different from Alberta. The intent of the unit is to develop an awareness of Canada as a bilingual country and to develop understanding, appreciation and increased sensitivity to another region of Canada that has similarities and differences.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

What are the similarities in Albertans' and Quebecois' lifestyle? Differences?

Why are there differences in language, customs and lifestyle?

How do these differences enrich the lives of Albertans? Quebecois?

What can we learn from one another?

What can we share with each other?

What changes would a family have to make moving from one province to another?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –There are similarities and differences in the way people in Alberta and Quebec live.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
There are similarities and differences in Alberta's and Quebec's geography and lifestyle.	geography lifestyle	<ul style="list-style-type: none"> the major geographic regions and natural resources of Alberta and Quebec the major leisure activities, language, occupations, customs and traditions of Albertans and Quebecois symbols of two provinces (e.g., flags, crests, official flowers, birds) the similarities and differences in lifestyle between Albertans and Quebecois links between Alberta and Quebec such as language, sports, tourism, music, being Canadian some of the ways that people maintain culturally distinct lifestyles (food, dress, holidays, language, recreation, religion, music)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a bilingual country.	bilingual	<ul style="list-style-type: none"> the major language of Quebec is French and the major language of Alberta is English official languages of Canada are English and French words to "O Canada" in French advantages of knowing more than one language
The Quebecois and Albertans have contributed to the Canadian way of life.	contributions	<ul style="list-style-type: none"> some of the contributions made (e.g., music, food, games, sport, clothing, art, literature, entertainment, technology)

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by selecting and using books appropriate for the purpose (texts, encyclopedias, reference books, atlases, etc.)
- locate information in an encyclopedia by using key words, letters on volume, index and cross-references
- organize information by classifying pictures and/or facts under main headings/categories
- integrate and organize the information gained from previous experience and from listening and viewing, with that gained from books, magazines, newspapers and pamphlets
- record information on graphs and/or charts, comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions
- use computer programs (where appropriate software and hardware is available)
 - to assist in the study of specific content areas
 - to simulate situations impractical to reproduce in the classroom
 - to write a paragraph

Geography/Mapping

- read, use and interpret different map legends and symbols (e.g., abbreviations commonly found on maps and globes)
- compare maps of the same area drawn with different scales
- make comparisons between the two provinces using maps of same scale
- using maps of Canada, find Alberta's location relative to Quebec and the other provinces
- on maps and globes, locate one's own community, province, country and other communities being studied
- identify on a map projection that north is toward the North Pole and south is toward the South Pole
- identify cardinal and intercardinal directions, using the direction finder (e.g., north arrow on a map)

Analyzing/Synthesizing/Evaluating

- draw conclusions about the similarities and differences between Alberta and Quebec
- predict the changes in lifestyle an individual may have to make to adapt to a move from Alberta to Quebec and/or from Quebec to Alberta
- draw conclusions on how one might maintain one's individual lifestyle while adapting to a new community

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- orally present information on a specific topic giving consideration to pronunciation, enunciation, content and organization
- make a table of contents to organize the unit
- role play, showing adapting to a move from one province to another
- in one or more paragraphs, express ideas on the similarities and differences between Alberta and Quebec

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- contribute to the various functions of group work as recorder, reporter, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- accept and abide by the decision of the group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions

ATTITUDE OBJECTIVES

The student will be encouraged to develop :

- appreciation for the many similarities and differences shared by Canadians
- appreciation of the value of understanding two or more languages
- respect for someone else's opinion, viewpoint or language
- appreciation for the bilingual nature of Canada

FOCUS: CANADA**TOPIC A****CANADA: ITS GEOGRAPHY AND PEOPLE**

The unit focuses on the human and physical geography of Canada. The study includes people in Canada; where they live; how they make their living and how they relate to their environment (climate, vegetation, natural resources, physical features, land use). The intent of the unit is to develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

How do Canadians use their land and natural resources?

How does the Canadian environment affect the choices Canadians make in their lifestyle?

How does the environment affect us as individuals?

Do we have a choice in the way we adjust to our environment?

How do we change our environment?

Issues:

How should Canadians be altering their environment?

How should Canadians adapt to a changing environment (e.g., resource depletion, pollution, economic conditions, population distribution)?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION -The environment plays a major role in determining where and how people in Canada live.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada has distinct physical regions and political divisions.	physical regions political divisions	<ul style="list-style-type: none"> major distinctive characteristics of physical regions and political divisions difference between physical regions and political divisions difference among continents, countries, provinces and territories the location of Canada on the earth's surface (hemisphere, continent, oceans) the name of the provinces, territories and their capitals vegetation patterns, climate and soil zones related to latitude

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.	lifestyle environment	<ul style="list-style-type: none"> examples of how Canadians modify and adapt to their environment the relationship between natural resources and occupations the relationship between population distribution and transportation how the physical features of a region affect natural resources, occupations, population distribution and transportation

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information (print, non-print, interviews, surveys, etc.)
- acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing
- gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases
- organize information by using different types of graphs, charts and/or diagrams
- use computer programs (where appropriate software and hardware are available)
 - to assist in the study of specific content areas
 - to simulate situations impractical to reproduce in the classroom
 - to write a paragraph or report

Geography/Mapping

- locate places, using an atlas
- identify, locate and label on a map:
 - Canada in the world
 - Canada in North America
 - capital cities, provinces and territories of Canada
 - physical regions of Canada
- read and interpret maps/legends of Canada showing:
 - political divisions
 - physical features (mountain ranges, Great Lakes, seaway and major rivers)
 - major natural resources within region
 - population distribution
 - transportation routes
- identify on a globe and on a map of the world the continents and major bodies of water
- choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes
- use latitude to locate places on a wall map
- compare maps of different areas to show that smaller scales must be used to map larger areas
- orient outline, textbook and atlas maps correctly to the north
- in kilometres, compare distances to places under study
- study colour contour and visual relief maps and visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation
- analyze case studies of how Canadians have modified and/or adapted to the environment
- from physical geography and latitude, infer human activities and ways of living

COMMUNICATION SKILLS

- summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- illustrate the choices Canadians have in adapting to change in their environment

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- cooperate and compromise to solve group problems
- make meaningful contributions to discussions, supporting ideas with facts and reasons
- plan, carry out and evaluate an action that shows responsible use of the environment

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment
- concern for the future of Canada's natural resources
- objectivity for how Canadians have changed their environment
- respect for someone else's viewpoint or opinion

FOCUS: CANADA**TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT**

Students investigate some of the historical events and issues relating to the discovery, exploration and settlement of New France and the Hudson Bay area. Major emphasis should be placed on the intercultural contact that occurred among Natives, explorers, missionaries and settlers in these two areas.

The Native groups to be studied should include examples from Eastern Canada with whom the French and English interacted during this time. Explorers studied should include Cabot, Cartier, Champlain, Hudson, Frobisher, Kelsey, Radisson and Groseilliers. The study should focus on the French settlers in New France and the English settlers in the Hudson Bay area. The intent of the study is to develop an understanding of the intercultural contact between Europeans and the Natives and to develop an awareness of the origin of the bilingual nature of Canada. It should also develop an appreciation and an interest in our Canadian heritage as well as an understanding of how learning from history can help us better understand Canada today. This topic is not a chronological study of Canadian history; rather, it is a selected study of several events with an emphasis on the people of that time period (a social history up to 1800's). Political history will be a topic of study in Grade 8.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

Why did people become explorers? What were the reasons for exploration?

How did topography influence exploration? Settlement?

How and why did the Natives contribute to exploration and settlement?

How and why did the Natives oppose settlement?

How did the Natives, explorers, missionaries, fur traders and settlers in Canada's early history affect each other?

How did the history of New France and the fur trade in the Hudson Bay area determine the way Canada is today?

Issues:

How should we treat newcomers?

Should people try to influence each other?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –Exploration and settlement cause groups to have influence on each other, resulting in changes in the way people live.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.	history exploration settlement	<ul style="list-style-type: none"> • lifestyles of Native groups such as Algonquin, Huron, Iroquois and Cree prior to settlement • contact between Native groups resulted in advantages and disadvantages for each group

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.	competition cooperation conflict	<ul style="list-style-type: none"> • reasons for exploration • lifestyles of the explorers • reasons for settlement • lifestyle in the settlements in the Hudson Bay area (fur traders) and in New France (settlers, seigneurs, fur traders, missionaries) • the way physical features (e.g., landforms, waterways, climate) influenced discoveries, exploration and settlement of Canada • problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era
Our history contributed to shaping Canada into a bilingual nation.	bilingual	<ul style="list-style-type: none"> • contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict) • the role of competition in the fur trade (Hudson Bay Company and Northwest Company) • awareness of the origins of the bilingual nature of Canada

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- distinguish between fact and fiction
- acquire information by reading history books, facsimiles of historical documents, and historical fiction
- gather information by using library skills to locate and choose resources (dictionaries, encyclopedias, reference books, atlases, etc.) appropriate to the purpose by using:
 - Dewey Decimal System
 - card catalogue and call numbers
 - table of contents, index, glossary
 - picture/pamphlet file
 - key words, letters on volume, index and cross-references in an encyclopedia
- gather information by:
 - identifying time and place relationships (settings)
 - identifying cause-effect relationships
 - calculating the length of time between two given dates
 - using definite time concepts such as decade, century
- classify pictures, facts and events under main headings and in categories
- arrange historical events, facts and ideas in sequence
- on a simple time line, record dates and events showing the exploration and settlement period

Geography/Mapping

- interpret historical maps showing European voyages of discovery and the location of early English and French settlements in Canada
- make a simple map with accompanying legend to show a specific area
- use maps and globe to explain how geographic relationships and settings have influenced historical events (e.g., direction of river flow affected voyages of exploration)

Analyzing/Synthesizing/Evaluating

- identify the different perspectives and reasons for the different perspectives of the Natives, settlers and other groups on issues
- draw conclusions on how contact between people brought changes to their lives
- create a set of guidelines for behaviour of groups of strangers when they interact

COMMUNICATION SKILLS

- write a summary of main points and/or supporting points encountered in oral, written or viewed presentations
- role play historical situations involving interaction between groups of people and/or role play applying the guidelines developed for interaction when groups of people meet
- orally present information using prepared notes describing conflict and cooperation in Canadian history, recognizing main ideas and sequencing
- write a page of a diary, journal entry, letter, biography or autobiography, imagining they are Natives, explorers, settlers, and/or missionaries communicating their feelings and relating some events from that time
- make a simple table of contents to organize unit
- in a final product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- accept and abide by the decision of the class or group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions
- participate in a small group discussion or activity by following established rules
- accept the role of leader and follower as the situation requires

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for the accomplishments of the Natives, explorers, settlers, missionaries and fur traders in shaping Canada
- objectivity by demonstrating an ability to examine problems from more than one perspective
- appreciation for the history of our country
- pride in one's country
- appreciation for the bilingual nature of Canada.

FOCUS: CANADA

TOPIC C

CANADA'S LINKS WITH OTHER COUNTRIES

Students examine how Canada is linked to England, France and United States. Links such as language, values and beliefs, trade, communication, leisure activities and fine arts exist between Canada and each of these countries. After a brief examination of the links that existed in the exploration and settlement periods, students will focus on an in-depth examination of several links that exist today. The intent of the study is to develop an understanding of how other countries have influenced and continue to influence our way of life.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

What linked England and France with Canada and the United States in the exploration and settlement period?

What links exist between Canada and the other countries?

How has the interaction between Canada and the other countries affected our way of life?

Issue:

Should we strengthen or lessen our links with other countries?

How should Canada interact with other countries (e.g., trade, media, sports)?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The links established through interaction with other countries influence the way Canadians live.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Exploration and settlement of different areas of North America resulted in links being established with England and France.	links	<ul style="list-style-type: none"> • regions explored and settled by the English and French in North America • reasons for exploration and settlement <ul style="list-style-type: none"> – profit – expansion/land claims – trade – competition for land/riches • links that existed between England and the regions settled; and between France and the regions settled such as: <ul style="list-style-type: none"> – language – exchange of goods and services – exchange of ideas (values/beliefs) – food – clothing – crafts/leisure

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Interaction between Canada and other countries (United States, France, England) influences our way of life.	interaction influence	<ul style="list-style-type: none"> links that exist, such as: <ul style="list-style-type: none"> language exchange of goods and services exchange of ideas (values/beliefs) fine arts (movies, music, art) food clothing sports media leisure tourism <p>(select several links to examine how interaction with other countries (United States, France, England) has influenced our way of life)</p>
There are advantages and disadvantages to interaction with other countries.		<ul style="list-style-type: none"> benefits derived through interaction such as: <ul style="list-style-type: none"> sharing of ideas sharing of technology meet to discuss problems cooperate on projects plan activities greater variety of choices disadvantages of interaction, such as: <ul style="list-style-type: none"> becoming too dependent on others for ideas, goods and services increasing uniformity and lessening diversity

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- recognize the differences in purpose and coverage, and select pertinent information from different magazines, newspapers, pamphlets and/or television
- identify which source of information is more acceptable, stating reasons for choice
- gather information by conducting an interview or survey
 - plan procedures, rules of behaviour, questions to be asked and/or things to listen for when conducting a survey/interview
 - record, summarize, and evaluate information collected
 - draw inferences from information collected
 - evaluate the planning and enactment of the survey
- compare information on a topic drawn from two or more sources to recognize agreement or contradiction
- distinguish between fact and fiction
- organize information gathered in a chart and/or graph.

Geography/Mapping

- use symbols, legends and common abbreviations in an atlas, to locate places under study
- identify, locate and label England, France and United States relative to Canada on different types of maps
- plot information on maps, such as areas of exploration and settlement
- use maps and globes to explain geographic setting of historical and current events
- gather information about the same area/country using two or more different maps

Analyzing/Synthesizing/Evaluating

- analyze how our lives are influenced by Canada's interaction with a specific country
- identify how England, France and the United States have contributed to our way of life
- draw conclusions about the advantages and disadvantages of interacting with other countries

COMMUNICATION SKILLS

- complete a simple outline as a data gathering procedure
- take notes in point form using various sources; oral, written or viewed presentations
- write a simple report from notes and/or a student and teacher generated outline
- write an editorial stating a point of view on our links with another country

PARTICIPATION SKILLS

- contribute to various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group work
- take part in making the rules for group work

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

FOCUS: MEETING HUMAN NEEDS**TOPIC A**

The study focuses on the involvement of the individual at the different levels of government and an awareness of the needs met by the local, provincial and federal governments. The emphasis will be on local government as well as other examples of municipal governments in Alberta. The major emphasis should be placed on the rights of citizens and their responsibilities to others when exercising those rights. The intent of this study is to develop an understanding of how individual and societal needs are met by local government, as well as to become aware of an individual's role as a responsible citizen.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

What are basic human needs? Your needs? How can a government help meet these?

Which of your needs are being met by local government?

How can I be actively involved in local government, as a student and as an adult (e.g., student government in school)?

What current issue is being debated locally? How can our local government resolve it?

Issues:

How well is the local government meeting your needs (e.g., water supply, mosquito control, school, library, police, fire department, rapid transit, disaster services)?

How much responsibility should local government assume for satisfying the needs of citizens (e.g., recreation facilities, schools, library, police, fire, telephones, transportation)?

Why should we become involved in local government?

Should children have the same rights and responsibilities as adults?

Should Canadians be forced to vote in elections?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –An individual has responsibilities and rights as a citizen, which begin at the local level.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians organize themselves through three levels of government to meet some of their needs.	needs government	<ul style="list-style-type: none"> levels of government; local, provincial and federal leaders of the provincial and federal governments difference between needs met by families and by governments (public services); e.g., schools, libraries, swimming pools differences in needs met by the local, provincial and federal governments

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The major responsibility of a local government is to deal with issues and concerns of the local community.	local government	<ul style="list-style-type: none"> • how people organize themselves at the local level to meet needs not met by the governments (e.g., form a wheelchair basketball club, build a church, print a local newspaper, form a hockey club, build a cultural centre) • political decisions form basis of by-laws and laws • how governments raise money to meet needs
In a democracy, citizens have rights and responsibilities.	democracy rights responsibilities lobby groups	<ul style="list-style-type: none"> • needs of individuals met by local government (e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation) • ways local government resolves issues (e.g., surveys, consulting, by-laws, taxes) • different positions and roles of officials in a local government • how individuals can contribute to and participate in local government by voting, attending meetings, initiating or supporting petitions <ul style="list-style-type: none"> • democracy allows and needs people to take part in government (voting, petitions, meetings, special interest (lobby) groups) • the election process operates at all levels of government • differences between rights and responsibilities of citizens (e.g., right: freedom of speech; responsibility: obeying laws, paying taxes) • lobby groups can exert power on elected officials and influence decisions (e.g., petition, write letters, meetings) • some of the difficulties faced by political representatives in trying to provide appropriate levels of service (e.g., making unpopular decisions, taking a stand on controversial issues)

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and identify which source of information is more acceptable, stating reasons for choice

- acquire information from a variety of sources; newspapers, news broadcasts, magazines, and pamphlets recognizing the differences in purpose and coverage
- distinguish between fact and opinion
- gather information through interviews, field studies or surveys
 - plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
 - evaluate the planning and enactment of the field study, survey and/or interview
 - record, summarize and evaluate information from field study, survey and/or interview
- organize information gathered into a chart, diagram or graph

Geography/Mapping

- on a map of Canada, locate the site of own local government, twelve provincial/territorial governments and Canada's federal government
- on a map, locate the boundaries of own local, provincial and federal jurisdictions
- compare maps of different areas to show that smaller scales must be used to map larger areas
- compute the distances between points on maps of different scale

Analyzing/Synthesizing/Evaluating

- analyze examples of how lobby groups influence government decisions
- analyze how government action can affect the people, both positively and negatively (e.g., saves public money, reduces service to some people)
- analyze examples of how well local government is meeting needs
- draw conclusions about rights and responsibilities of citizens

COMMUNICATION SKILLS

- take notes on an oral presentation (e.g., interview, speech, film)
- summarize information from a variety of sources
- use prepared notes in presenting an oral report (e.g., responsible citizenship) recognizing the use of main idea and sequencing
- write a simple report from notes and/or a student and teacher generated outline; support main ideas with appropriate detail

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- participate in a small group discussion or activity by following established rules
- debate a local concern by using parliamentary procedures
- participate in a simulation of the parliamentary procedure (e.g., a simulation of a concern resulting in passage of by-law)
- plan, carry out and evaluate an action that would demonstrate responsible citizenship

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- self-confidence, by being able to participate effectively in classroom and school decision-making processes and by being able to offer constructive criticism
- respect for the democratic process as a means to meet needs
- respect for opinions and rights of others
- responsibility for one's own actions
- satisfaction in exercising one's role as a citizen
- appreciation and respect for the efforts of political representatives

FOCUS: MEETING HUMAN NEEDS**TOPIC B:****GREECE: AN ANCIENT CIVILIZATION**

The study focuses on Greece, an ancient civilization that has affected our modern Western civilization. The various types of basic human needs, such as physical (food, shelter), social (communicating with others, social order) and psychological needs (development of personal talents, religious beliefs) are examined in terms of how they created issues and the need for decision making by individuals and groups in Greece. The intent of this study is to develop understanding and appreciation for how people in ancient civilizations met their basic needs and how learning from history can be applied to our understanding of the fundamental roots of Western civilization.

Teachers interested in doing a comparative study with Greece can choose one or more of the following civilizations: Roman, Egyptian or Aztec.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

How was society organized to meet the basic needs of people?

What can we learn about meeting basic needs by studying the Ancient Greek society?

Why was the Ancient Greek society organized as it was (e.g., class structure, city-states)?

How have Greek values, beliefs and ideas affected our Western civilization (e.g., Olympics, architecture, geometry, idea of democracy)?

Was the Ancient Greek society organized in an effective manner?

Issues:

Should organizational practices of the past be used today (class structure, democratic practice)?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –The ways in which physical, social and psychological needs are met have varied over time and from place to place.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar physical, social and psychological needs.	physical needs social needs psychological needs	<ul style="list-style-type: none"> physical needs – needs related to the body social needs – needs related to people living together psychological needs – needs related to the mind

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.	environment beliefs/values class structure	<ul style="list-style-type: none"> the role of historians and archaeologists in helping us to learn about ancient civilizations (artifacts, recording information, history books) awareness of chronology, B.C. and A.D.; that time is measured from the birth of Christ how the environment affected the way in which basic needs were met (climate and geography affected the foods available and the materials available for clothing, shelter and transportation) and how the people in turn affected their environment (ways they changed their environment — building cities, using plant and animal resources) some important values and beliefs on which life was based (democracy, class structure, religion) some important values, religious beliefs and customs and how they affected everyday life (government, holy days/festivals, art/literature) the class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs)
Greek values, beliefs and ideas have affected the Western civilization.	civilization	<ul style="list-style-type: none"> ways that Greek values, beliefs and ideas have affected Western civilization, such as: <ul style="list-style-type: none"> idea of democracy geometry architecture Olympics

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- locate information on each topic or question researched, using more than one source
- select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction
- choose books appropriate for the purpose, including dictionaries, encyclopedias, reference books, atlases

- locate information in an encyclopedia by using key words, letters on volume, index and cross-reference
- use computer programs (where appropriate software and hardware are available)
 - to collect and organize information using a data base
 - to write a paragraph or report
- distinguish between fact and fiction (historical fiction)
- classify events, facts and ideas in sequence
- on a simple time line, record the period of civilization(s) under study
- classify pictures, facts or events under main headings and categories

Geography/Mapping

- use the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study
- use maps and globes to explain geographic setting of Greece
- infer human activities and way of living from physical detail and from latitude
- recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose

Analyzing/Synthesizing/Evaluating

- compare and contrast the ways the early civilization(s) met basic needs with the ways present society meets them
- assess the extent to which the individual could make personal decisions about satisfying needs in the civilization(s) under study
- analyze how the values, ideas and beliefs of the Greek civilization affect us today

COMMUNICATION SKILLS

- write a summary of main points encountered in oral, written or viewed presentation
- collect information on a clearly defined topic and organize the information into a short report
- share ideas about the Greeks through drama or role playing
- write a fictional story, using historical events

PARTICIPATION SKILLS

- accept and abide by the decision of the group or share and defend a different point of view
- profit from criticism and suggestion; and give constructive criticism and suggestions
- cooperate and compromise to solve group problems

ATTITUDE OBJECTIVES

The student will be encouraged to develop:

- tolerance for others' perspectives on issues of class structure and organization
- appreciation for contributions of peoples throughout history
- appreciation of ways people, past and present, have been able to meet their basic needs

FOCUS: MEETING HUMAN NEEDS**TOPIC C****CHINA: A PACIFIC RIM NATION**

The study focuses on China, one of Canada's Pacific neighbours. Canada is refocusing her attention to the Pacific Rim. China is not only the world's most populous nation but it is a country with which Canada is increasing her trade. Students examine how physical, social and psychological needs are met in China. Attention should be called to the similarities, as well as differences, in challenges/problems that people in our society and the Chinese society must resolve in meeting new needs. The intent of this study is to develop an awareness of Chinese culture and to promote an understanding of how other people meet their needs in a contemporary society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

How do Canadians and Chinese meet their basic needs in similar ways? Different ways?

How do/did traditions and customs affect how Chinese meet/met their needs?

How do communication and technology affect the lifestyle of the Chinese?

What can we learn from the Chinese and what can they learn from us?

Issue:

Should we accept each others way of doing things (e.g., schooling, housing, health practices, organization of industries)?

Should Canada and China become more or less interdependent?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –Nations in the world are becoming increasingly interdependent.

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The Pacific Rim is becoming increasingly important.	Pacific Rim	<ul style="list-style-type: none"> location of China in relation to Canada and other Pacific Rim nations some countries that are part of the Pacific Rim reasons for its growing importance
Changes in the way China meets basic needs have been accelerated by communications and technology.	communication technology	<ul style="list-style-type: none"> physical environment of a country affects the ways people meet their basic needs how communication and technology affected the way needs were met (e.g., agriculture, recreation, education, industry)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Sharing among countries can influence our lifestyle.	sharing	<ul style="list-style-type: none"> customs/traditions influence the way people meet their basic needs (e.g., religion, family roles, government) conflict can develop between technological development and maintaining tradition (role of family, role of individual in society) differences in perspectives exist in the way that basic needs are met in Canada and China (e.g., view differences between luxuries and needs) sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television) exchanges of goods and services between China and Alberta (for example, twinning of cities, provinces; sports exchanges; sharing of technology)

SKILL OBJECTIVES

The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, listening and viewing
- identify the point of view in oral, written or viewed presentations
- select pertinent information from a variety of sources; newspapers, magazines, pamphlets, news media, films
- compare information on a topic drawn from two or more sources, to recognize agreement or disagreement
- use computer programs (where appropriate software and hardware are available)
 - to write a paragraph/report
 - to simulate situations impractical to reproduce in the classroom

Geography/Mapping

- using an atlas, locate places in Canada and China
- using the latitude-longitude grid system, locate China on a simple world map and globe
- read and interpret maps/legends showing physical features and physical regions
- estimate, then compute distances between places studied
- compare distances in kilometres to places under study
- infer relationships from data shown on maps (e.g., between physical regions and occupations)
- study colour contour and visual relief maps visualizing the nature of the areas shown
- use two or more maps to gather information about the same area
- make a regional map to show a variety of features

Analyzing/Synthesizing/Evaluating

- compare and contrast the way people in Canada and China meet their needs
- analyze how traditions and customs in China influence the way the people meet their basic needs, by identifying and describing the values held
- analyze the effect of communication and technology on the way the Chinese meet their basic needs

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- write a biography on how a young person in China lives
- express an opinion, either orally or in writing, using specific examples, about aspects of the Chinese society that might be beneficial for Canadians to adopt or aspects of the Canadian society that might be beneficial for Chinese to adopt
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- contribute to the various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group effort

ATTITUDE OBJECTIVES

The student will be encouraged to develop :

- respect and appreciation for the ways in which peoples in China satisfy basic needs
- objectivity by examining one's own ideas about what is a better way of meeting basic needs
- empathy for the problems faced in meeting one's needs
- respect for someone else's opinions or viewpoint

D. BASIC LEARNING RESOURCES

Grade & Topic	Title	Publisher
4A	Alberta Geography Series (Media Kit)	McIntyre Media Ltd.
4A	Alberta Wall Map – Division II	Hosford Publishing
4B	<i>Albertans: Past, Present, Future</i>	Weigl Educational Publishers Ltd.
4B	<i>Alberta's Metis People of the Western Prairie</i>	Reidmore Books
4B	<i>Annette's People: The Metis</i>	Plains Publishing Inc.
4C	Resources being developed by local publishers.	
5A	<i>Canada: Its Land and People</i> <i>Canada: Its Land and People</i> Teacher's Resource	Reidmore Books
5A	Canada Media Kit	National Geographic Society
5B	<i>Canada: Growth of a Nation</i>	Fitzhenry and Whiteside Ltd.
5B	<i>Kanata Series: Early Canada</i> (Kanata Kit being redeveloped, completion scheduled for June, 1989.)	Weigl Educational Publishers Ltd.
5C	Learning Resources are in the process of being identified.	
6A	<i>Politics and You</i> <i>Politics and You</i> Teacher's Guide	Nelson Canada
6A	<i>Winds of Change: Indian Government</i>	Reidmore Books
6A	<i>The Structure of Government</i> (Media Kit)	Globe/Modern Curriculum Press
6A	<i>Working for Canadians</i>	Prentice-Hall Canada Inc.
6B	<i>The Greeks</i> (Peoples of the Past Series)	MacDonald Educational Ltd.
6C	<i>Life in Changing China</i> <i>Life in Changing China</i> Teacher Manual	Arnold Publishing Ltd.

LB 1564 C2 A34 1982 GR-1-6
ADD-SOC- PT-1 1988
PROGRAM OF STUDIES FOR ELEMENTARY
SCHOOLS 39897099 CURR HIST



• 000027007624 •

DATE DUE SLIP

